



THE BRIDGE INTERNATIONAL SCHOOL

Discipline and positive behavior policy

Policy on behavior

Rationale

At The Bridge International School, we operate a positive discipline policy throughout the school from Nursery to Year 11. This is to ensure that discipline is upheld in every classroom and that all pupils have a calm environment in which to learn and in which teachers are able to teach. We try to concentrate on the positive, and praise or reward wherever possible.

Aims

- To set clear guidelines for behavior for learning
- To ensure that students, parents and staff understand the consequence and the reward system at The Bridge International School.
- To empower and support staff and student to promote positive behavior for learning within the school.

EXPECTATIONS WITH REGARD TO PUPILS

Pupils will be expected to:

1. Conduct themselves around the building in a safe , sensible, manner and show regard o others
e.g. no running in the corridors
2. Arrive on time for lessons
3. Attend all time table lessons
4. Bring equipment appropriate for the lessons
5. Follow instructions given by the teacher
6. Behave in a reasonable and polite manner to all staff and pupils; this includes both verbal and non-verbal communication
7. Show respect for the opinions and beliefs of other
8. Show respect for the school building, their immediate work environment, and for personal property, that of themselves and others
9. Complete all class work in the manner required

10. Hand in home work in the time requested
11. Follow the school rules
12. Wearing the right school uniform.

EXPECTATIONS WITH REGARD TO STAFF

Staff will be expected to:

1. Endeavour to arrive on time for their lessons
2. Create a swift and purposeful start to the lesson
3. Reinforce clear expectations of behaviour
4. Deliver a suitably planned and structured lesson which meets all individual needs
5. Deal with incidents of inappropriate behaviour by following the school's procedures
6. Promote and reinforce positive behaviour in the classroom
7. Respect the opinion of every child
8. Respect and treat all students as individuals
9. Acknowledge both academic and holistic performances in the classroom

EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

1. Work in partnership with staff to ensure good behaviour
2. Follow up a child's learning at home
3. Inform staff on any concerns
4. Respond to concerns raised by members of staff
5. Ensure pupils come to school correctly equipped and prepared to work
6. Read and use the Student Diaries as a regular means of communication with the school
7. Ensure that students follow the School's Uniform Policy

THE POSITIVE REWARD SYSTEM

It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving merits for good work and recording such things as exceptional efforts, improvement in behaviour, volunteering to help at functions etc, on the school system.

Merits and Commendations

Pupils are awarded merits. Staffs record the merits in both the pupils' Planners and their own mark records. Ten merits in one half-term results in a commendation which is awarded in Assemblies.

What can merits be awarded for?

1. Helpful behaviour
2. Caring and considerate behaviour
3. Special effort and application
4. Improvement in achievement or attainment brought about by hard work and a positive attitude.
5. Improvement in behaviour and attitude which pupils have consciously worked at.
6. A positive attitude to specific tasks or school life generally.
7. Responsible behaviour and outstanding character.
8. Changes in attitude/behaviour/effort etc. which have been worked at by individual/groups of pupils
9. Other achievements seen by adults/staff as worthy of recognition
10. Citizenship
11. Good mannerism
12. Hygiene and environmental conservation
13. Good organizing skills
14. Meeting targets.

Positive Referral and Commendations

Positive referrals are sent to the relevant Section Coordinator and also recorded in the pupils' planner. A commendation is rewarded for 5 positive referrals (merits)

Head Teacher's Commendation

This is awarded at the end of the monthly assembly on the basis of any combination of Commendations mentioned previously.

Student of the Month

This recognition is awarded for strictly non-academic achievements, based upon common themes decided by the teaching staff, for example, a child who embodies, one, some or all of the Cambridge Learner Attribute. From Nursery to Year 6, Class Teacher will nominate the student. (The bridge honors annual certificate is issued A3 size).

Prize Day

Prizes are awarded annually at the end of the academic year to pupils for outstanding effort and achievement, for **excellent attendance** and **punctuality**, for **success in examinations**, for **sporting endeavour**, for **efficient use of the Library** and for **services to the school**.

NB. See Reward and Sanction Protocol

SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The Bridge International School has a dedicated School Counsellor who works closely with students whom teachers have identified as having academic, social and behavioural problems. Her role is to provide a “listening ear” to students and to offer them a space outside the classroom environment, where they can come of their own will at break times, or if sent by a teacher during a lesson

The following structures also exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the Section Coordinator and in all cases parental involvement is essential.

Mentoring Scheme

It is important that students feel that they can have a trusting relationship with an adult *other than* their class teacher. As such, teacher or other adults can nominate themselves to act as a mentor to support and encourage those pupils who are not achieving their potential, both academic and personal. Once a child has been identified that may benefit from having a mentor, the named adult is approached by the School Counsellor to act as a mentor, and a regular programme of meetings is set up.

As the School increases in size and students move into the older classes it is possible that in the future student mentors could be added to the scheme.

Learning Support

Learning Support is offered to address behavioural issues, in addition to addressing specific learning difficulties. Please inform the Learning Support Coordinator if any student is exhibiting behaviours which prevent their own learning, or that of others.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom.

More serious incidents can be dealt with by the teacher, but must also be recorded on an Incident Referral Slip and passed to the relevant Section Coordinator. After the Section Coordinator has dealt with the matter, in line with the School policy, the referral is passed onto the School Counsellor who records the incident on the school system. The referral is ultimately filed in the pupils’ main school file.

In Primary, it is the responsibility of the Class Teacher to monitor pupils’ behaviour. All incidents should be logged and appropriate action taken, together with the school Counsellor. Parents should be kept informed through the use of agenda or via telephone.

Members of the Senior Leadership Team (SLT) are available throughout the day to remove pupils from lessons where there is serious disruption. A teaching assistant or reliable member of class should be sent to the Admin Office to inform the School Counsellor and SLT member of the problem. However, these incidents still need to be recorded to enable SLT to deal with the matter.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

SANCTIONS

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each must be dealt with according to its merits.

Minor incidents

These incidents are dealt with by the class teacher and include, for example: throwing papers, calling and shouting out, chewing, not following instructions, incomplete class work, no homework, lack of equipment.

Sanctions include:

1. Verbal reprimand
2. Short cooling off period outside the classroom (maximum 5 minutes)
3. Note to parent Student Planner; moving seat
4. Short detention
5. Phone call home from either Class Teacher or School Counselor
6. Sent to a temporary alternate space (supervised by an adult)
7. Deprivation of leisure activity e.g. use of ICT Lab, Library and Lunchtime, no football during lunchtime
8. Where appropriate, community service related to the sanction e.g. for dropping litter, to carry out litter-picking duty during break time.
9. Issue C2 slip and write it in the student planner or diary.

Persistent incidents of medium severity

These incidents must be recorded on the Incident report Form and passed to Section Coordinator. Unacceptable behaviour in this category includes:

1. Persistency on minor incidents as above
2. Rudeness to staff
3. Verbally aggressive behaviour to another pupils
4. Being continually off-task
5. Plagiarism and lack of academic integrity

Section Coordinators sanctions include:

1. Meeting with pupils
2. Contact with parents by phone or letter

3. Club and lunch detention
4. Discussion with Form Tutor
5. Referral to Head teacher
6. Student put on green monitoring report for specified days

Serious incidents

Serious incidents are dealt with by the SLT and include:

1. Truancy from school and lessons
2. Extreme rudeness to staff
3. Aggressive behaviour
4. Smoking
5. Refusal to comply with other sanctions
6. Theft
7. Bullying – physical, verbal, emotional, cyber

Sanctions include:

1. Meeting parents/guardians
2. Placement on a Daily Report for a defined period
3. Detention
4. Internal suspension

Very Serious Incidents

These incidents are dealt with by SLT. They include:

1. Persistency of the above
2. Serious incidents of bullying
3. Sexual contact
4. Racial/sexual harassment
5. Fighting
6. Bringing an offensive weapon to school(laser pens, knives, fireworks, non-safety scissors; this list is not exhaustive)
7. Involvement with drugs or alcohol
8. Physical aggression to a member of staff will be treated with the utmost severity

Sanctions available include:

1. Fixed term external exclusion
2. Permanent exclusion
3. Police involvement

NB: See TBIS Discipline protocol/Bullying Policy for details

Monitoring and review

The governing body regularly reviews any incidents detailed. This policy is reviewed annually by the governing body. Along with the Head teacher and Senior Leadership Team, they ensure that the policy and procedures are in place, and that relevant training is given. This policy is shared with staff through induction and refresher training.